RHODE ISLAND 21st CENTURY COMMUNITY LEARNING CENTERS

QUALITY ASSURANCE EVIDENCE

Introduction

I.   Safety

II.   Fiscal Management

III.   Governance

IV.   Program

V.   School Linkages

VI.   Family, Youth and Community Engagement

Updated Fall 2014, v2

Introduction

The *Quality Assurance Evidence* or "*Evidence Binder*" is an integral part of the Rhode Island Program Quality Assessment (RIPQA) process for RI 21st Century Community Learning Centers (21st CCLCs). It outlines key 21st CCLC program quality expectations and provides a structure for maintaining paperwork documenting that those expectations are being met.

The Evidence Binder has two major intended purposes:
- **Accountability** – The *Evidence Binder* helps show, in a consolidated way, that applicable federal and state laws and regulations are being followed, along with state 21st CCLC program requirements. It should be readily available for state or federal site visits.
- **Guiding Quality Improvement** – The *Evidence Binder* can help 21st CCLC programs identify areas that may need improvement. In consultation with the program's Quality Advisor, an action plan should be developed to address areas of need. The *Evidence Binder* supports/supplements the RIPQA Form B process.

The Evidence Binder should have the following six sections:
I.   Safety
II.   Fiscal Management
III. Governance
IV.   Program
V.   School Linkages
VI.   Family, Youth and Community Engagement

Please note that the Evidence Binder is arranged roughly by priority, with the most immediate concern (i.e., Safety) first, followed by the next most immediate concern (i.e., Fiscal Management), etc. Each section starts with a short explanation of the importance of collecting information for this component of the binder as well as the overall requirements. This is followed by a table with a row for each of the expected elements. The "Expected Element" column outlines the specific standard or expectation. The "Acceptable Evidence" column lists the type(s) of documentation which can be used as evidence for that particular expectation. The "Was Evidence Provided?" column indicates whether the Quality Advisor found that documentation to be satisfactory. The "QA Comments" column allows the Quality Advisor to enter additional information or commentary about the evidence provided for this element. All documentation should be placed in order in the appropriate section of your binder, after the checklist.

Please note that the current version of this document includes a number of additions and changes. It is anticipated that updating the binder with new evidence will occur over the course of the 2014-15 school year.

I. Safety

Every Rhode Island 21st CCLC program is required to provide for the physical and emotional safety of every child/youth in the program. All programs are expected to have well-documented policies and procedures that cover the day-to-day operations of the program as well as any emergency or special-need situations.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. At least two program staff per site are certified in First Aid/CPR.	Valid First Aid/CPR certificates	❏	
2. There is an emergency management plan in place, including: a. procedures for fire drills once per program session during afterschool hours (at least two times per year); and b. one lockdown drill per year. Evacuation plans are posted in each space. All staff and participants are familiar with the plan (e.g., part of staff orientation).	Emergency management plan Fire drill log with time begun, time ended, and # participants evacuated Lockdown drill log with time begun, time ended, and # participants evacuated Orientation agenda with emergency plan listed	❏ ❏ ❏ ❏	
3. There is an emergency staffing plan to provide adequate staff coverage in case of emergencies or staff illness.	Emergency staffing plan	❏	
4. Background checks are conducted for prior criminal records, child protective service findings and other improper conduct. a. A national screening, via fingerprinting is required for paid staff, including outside providers. b. Fingerprinting or a national Social Security screening for volunteers is preferred, but a state Bureau of Criminal Identification (BCI) check, combined with a check of the National Sex Offender Public Website is	Staff handbook and/or policy indicating under what circumstances staff would be hired Cover letters or other official document verifying screening (actual results should not be included here) List of all currently hired staff members (for comparison) Volunteer policy with detailed protocols, if applicable	❏ ❏ ❏ ❏	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
acceptable. In this case, a clear volunteer policy is adopted to ensure that under no circumstances is a volunteer who has not been fingerprinted left alone with a child/youth. The policy includes specific, enforceable protocols for handling a variety of situations.			
5. Up-to-date emergency information, including a signed medical release, primary and alternative contact information for each participant is on file and accessible.	Enrollment form or separate emergency contact form with spaces for phone numbers, alternative names, key medical/allergy information, and medical release signature line	❏	
6. First aid kit is visible and accessible at each site to adults in the program, including off-site activities and field trips. Kit includes: bandages (adhesive and cloth), antibacterial ointment, medical tape, protective gloves, tweezers, ice packs, and an elastic bandage/wrap.	Map or photo showing location of first aid kit Policy, protocol or handbook stating that first aid kits will be brought on field trips First aid kit inventory/resupply list	❏ ❏ ❏	
7. A system is in place to track and promote student attendance and participation rates and is updated at a minimum monthly, preferably daily.	Attendance policy and/or handbook Student attendance printout from YouthServices.net or other acceptable data-tracking system	❏ ❏	
8. There are safeguards to ensure that children/youth are not left alone with: a. program staff under 18 years of age; or b. short-term or event volunteers of any age.	Policy, handbook, job posting, job description and/or volunteer position description	❏	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
9. There is an age-appropriate system to ensure that children: a. receive safe, adequate and sufficient transportation between the program and home; and b. are signed out by a parent or other parent-approved person.	Release/transportation policy, handbook or other document that clearly states that the program neither offers transportation nor adult sign out	❏	
	Registration or other signed form for parents to allow their child to walk home, if policy allows	❏	
	Sign-out sheet	❏	
10. Staff are able to communicate with one another, both on-site and off-site (e.g., via walkie-talkie or cell phone)	Communication policy, protocol or handbook which addresses on- and off-site activities and field trips	❏	
11. Staff are aware of their responsibilities under RIGL §40-11-3 to report suspected child abuse/neglect	Employee handbook	❏	
	Orientation agenda stating these responsibilities	❏	

II. Fiscal Management

Every 21st CCLC program must have proper safeguards to ensure proper management of federal grant funds and follow applicable federal and state guidelines.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. Spending occurs according to the most recently approved budget, with drawdowns occurring at least quarterly.	Approved budget and approved budget amendment (if applicable), as well as printout of email strand(s) with budget clarifications provided to RIDE (if applicable) Expenditure report (detailed backup documentation should be on file but not does not need to be included here)	❏ ❏	
2. Expenses charged to the 21st CCLC grant are segregated from other expenses within the financial system.	Printout or screenshot from financial system	❏	
3. Contracts or memoranda of understanding/agreement are in place with all providers.	Provider contract, MOU or MOA	❏	
4. Standards are in place for: a. what purchases should be put out to bid; b. how bids are to be evaluated; c. when/if sole-source contracts are acceptable; and d. how many people and which roles/titles are required to approve contracts and payments.	Procurement policy and/or procedures	❏	
5. A system is in place to track staff attendance.	Copy of timesheet, with verification protocol	❏	
6. For employees paid partially or fully with 21st CCLC funds, there is a system to track and verify that the appropriate amount of salary and benefits is charged to the grant.	Copy of timesheet with breakout by funding source(s), signed certification statement, and/or copy/printout from time-and-effort system	❏	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
7. For equipment over $5000 (and preferably for all equipment) purchased with 21st CCLC funds: a. property records are maintained (including description, serial #, source, name on title, acquisition date, cost, percentage of federal funds used, location, use, condition, and disposition data including date and sale price if sold); b. inventories are conducted at least bi-annually, and preferably annually; and c. are used solely for the 21st CCLC (or proportionately, if purchased with multiple funding sources).	Property records Equipment inventory list Copy or photo of tags, signs, locks, etc.	❏ ❏ ❏	
8. If fees are charged to families: a. No student/family is excluded due to inability to pay; b. Either a sliding scale may be used or a fixed scale with scholarships may be used. In either case, a fair and transparent process must be used to determine eligibility; c. Fees are used solely for the 21st CCLC during the fiscal year they were collected, and are tracked separately from other funds in the accounting system.	Registration form or policy stating that fees are not collected OR Sliding fee scale / scholarship application form and/or fee policy Screenshot or printout from accounting system	❏ ❏	

III. Governance

Every 21st CCLC program must establish an ongoing, viable governance structure that includes a broad range of stakeholders that reflects the community served by the grant(s). The governance body may take one of a number of different forms, such as a stand-alone board, advisory group, subcommittee of another board (e.g., the grantee organization's board), or even a standing agenda item for another board. In addition, multi-site grantees may have a single governance body or multiple. In any case, the structure should meet the 21st CCLC program needs for quality, practice, and support.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. The 21st CCLC governance body has: a. clearly defined roles and responsibilities relative to the grantee organization or school/district; b. clearly defined roles and responsibilities for various positions within the governance body; and c. a clear "chain of command."	Governance body charter and/or key position descriptions organizational chart and/or other document showing chain of command	❏ ❏	
2. The 21st CCLC governance body membership includes a broad range of stakeholders and partners, including school personnel, grantee staff, parents, community providers, and youth (when appropriate). The governance body should reflect the communities of all schools served by the grant(s).	List of governance members and affiliations	❏	
3. The 21st CCLC governance body: a. meets at least four times per year; b. addresses meaningful organizational and/or programmatic issues, including, among other issues, student satisfaction and parent involvement; and c. if it falls under the umbrella of a larger governance body, has time be set aside on the agenda specifically for the 21st CCLC.	Meeting agenda Meeting minutes	❏ ❏	

IV. Program

Every 21st CCLC program is expected to establish centers that offer a variety of high-quality programs and engaging learning opportunities. Programs should be intentional, well-designed, taught by qualified instructors, and meet the needs of all students in that community.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. The 21st CCLC: a. provides a variety of high-quality program offerings that enhance academic, social, emotional, and 21st century skill development, including daily opportunities for physical activity; and b. has an operational structure that effectively supports this.	Program brochure, chart, and/or schedule	❑	
2. Activities are planned, sequential, and designed to lead to mastery.	Program plans that include the following: program goals, objectives, age-appropriate sequence of activities, and lesson plans	❑	
	RFP for programs, program descriptions, and/or program proposals	❑	
3. High expectations and qualifications are maintained for all staff, differentiated by role, including: a. paid and volunteer staff who have direct contact with children and youth; and b. program site leadership.	Hiring policy or protocols and/or job descriptions	❑	
	Resumes or application forms	❑	
	Professional development plan for each staff member, totaling at least 20 hours of training per year	❑	
	Professional development certificates, badges or attendance sheets	❑	
4. The program has a useful evaluation plan in place and evaluation activities are in line with its goals and objectives. These plans and activities are used to support program	Evaluation plan	❑	
	Annual plan, professional development plan and/or other planning document reflecting data analysis	❑	

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
improvement.			
5. Behavior guidelines for students are in place. Ideally, they were developed with youth input.	Behavior guidelines per site/program/activity/ classroom	❏	
6. The program serves a diverse student population that is reflective of the school, including children with specialized learning needs.	Printout of demographic data from YouthServices or other acceptable data-tracking system Printout of school demographic data for comparison	❏ ❏	
7. Timely and meaningful consultation is conducted with private schools in the school's or schools' catchment area on the provision of "equitable services," as applicable.	Copies of letters to private schools, and agendas or minutes from consultation meetings, if requested	❏	

V. School Linkages

Every RI 21st CCLC program must establish mechanisms to ensure strong linkages to the target school(s).

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. Regular communication mechanisms are maintained with the entire school community.	Newsletters, email blasts, social media posts, etc.	❑	
2. Regular dialogue is maintained with classroom teachers and/or other school-day staff (e.g., guidance or adjustment counselors, student support services) around the academic or social/emotional needs of individual students.	Agendas/minutes/notes from meetings with individual teachers or staff; phone logs; printouts of email strands; and/or IEP meeting records	❑	
3. 21st CCLC staff serve on continuing school decision-making teams, such as School Improvement Teams (SIT), common planning time teams, school reform planning teams, etc.	SIT or other team membership list	❑	
4. 21st CCLC program goals and content are aligned to school-day activities and to School Improvement Plans.	Content/standards alignment map, program plans with sequence of activities aligned to school content/standards, and/or survey of teachers on program design	❑	

VI. Family, Youth and Community Engagement

Every RI 21st CCLC program must develop and implement mechanisms and strategies that engage youth, families, and community members in the program.

Expected Element	Acceptable Evidence	Was Evidence Provided?	QA Comments (optional)
1. Families are engaged in the program in a variety of ways including: a. Multiple, ongoing, two-way communication mechanisms are maintained with families of participants and non-participants; b. Families and community members are given opportunities to participate and/or volunteer in the program; and c. Family input is sought and used in developing program policies, procedures and activities.	Parent/Guardian involvement policy	❏	
	Newsletter, email blast, and/or social media post	❏	
	Family event flyer or invitation	❏	
	Call logs, home visit logs, and/or family meeting or conference notes	❏	
	Volunteer invitation and/or sign-in sheet	❏	
	Family survey summary, focus group summary, and/or planning committee notes	❏	
	(Governance membership is addressed in Section III and is relevant but does not need to be included here)		
2. Youth input is sought and used in program design and in setting policies.	Student survey summary and/or focus group summary	❏	
	Student advisory council minutes, student leadership group minutes, and/or governance body membership list (optional for programs serving elementary students)	❏	
3. The program's leadership pursues opportunities for community members to support the program.	Document that describes the community outreach by the program and referral of children and families to appropriate resources	❏	
		❏	
	Leveraged funds chart, in-kind donation records, and/or MOU/MOA		